

# BASIC TECHNOLOGICAL SCHEMES FOR ORGANIZING THE PROCESS OF DEVELOPING THE SOCIO-ECONOMIC COMPETENCE IN FUTURE TEACHERS

*A. Chekina*

Republic of Belarus, Yanka Kupala State University of Grodno  
772151@mail.ru

**Abstract.** The article presents basic technological schemes for organizing the process of developing the socio-economic competence in future teachers. The author proposes five schemes – in accordance to the number of structural components of the socio-economic competence. Each scheme includes three stages: orientating, connecting and consolidating. These schemes are considered as invariants for the pedagogical process.

**Key words:** socio-economic competence, higher education, pedagogical education.

One of the ways to renew the professional training of education specialists is to include in its content the mastery of students of the socio-economic competence (SEC), which we define as an integrative characteristic of the personality, which determines the readiness and ability to design and implement professional and personal-effective economic activity in the field of education [1]. The development of the socio-economic competence in future education specialists is ensured by the completeness of the development of all its components: motivational, cognitive, activity-based, reflective, and axiological. The functional orientation of the process of developing the socio-economic competence in future education specialists necessitates its technological organization. In the process aspect, the technology characterizes the division of the process into interconnected stages, the coordinated and phased execution of actions to achieve the set goal, the implementation of the operations and procedures included in it [2; 3].

Ensuring the technologization of the process of the development of the socio-economic competence in students involves the allocation of stages of its development in accordance with the levels of experiences of the future specialists at the exploring and understanding an actual socio-economic space. These stages, during which that kind of personal experience is acquired, can be determined in the most general form as follows:

Stage 1 – orienting, during which the student acts as a subject of certain economic (vocational) actions mastered as a standard model;

Stage 2 – connecting, during which the student acts as a subject of meaningful economic (vocational) activity;

Stage 3 – consolidating, characterized by the position of the student as a self-regulating subject of economic (vocational) activity, capable of studying situations of playing various economic roles and social functions.

In order to implement the integral formation of the socio-economic competence, we offer a set of basic schemes for facilitating the development of the given competence in future education specialists, focusing on taking into account all its components (Tables 1–5).

Each of the basic schemes contains three options for organizing the educational process, providing the level development of all the components of the socio-economic competence: motivational, cognitive, activity-based, reflective, and axiological, in future education specialists.

Table 1

Basic scheme for organizing the development of the motivational component of the socio-economic competence in future education specialists

Stages	Focus of the educational process
orienting	Stimulating the needs of students in the field of vocational training,

	encouraging the subject reflection of the existing elements of the SEC, to understand the professional and personal goals of gaining the SEC.
connecting	Motivating to replenish the experience of professional activity as an economic activity, prompting the need for mastering the SEC for professional and personal purposes.
consolidating	Encouraging the pursuit of professional and life success through the resulting "usefulness" of professional activity, to independently consciously choose an economic model of behaviour.

Table 2

Basic scheme for organizing the development of the cognitive component  
of the socio-economic competence in future education specialists

Stages	Focus of the educational process
orienting	The development of knowledge in the field of the modern socio-economic view of the world; orientation in the norms and ethics of professional relations.
connecting	The development of elements of economic thinking in students that ensure the detection of unrealized opportunities in the professional and pedagogical field and their implementation, awareness of themselves as an economic agent.
consolidating	Ensuring that students are aware of the period of professional training as a stage of a future career, and that they understand the multivariability of the conditions of the professional environment and the outcome of professional activities.

Table 3

Basic scheme for organizing the development of the activity-based component  
of the socio-economic competence in future education specialists

Stages	Focus of the educational process
orienting	Organizing the learning normative ways of playing various economic roles and implementing social functions.
connecting	Developing the skill of choosing economically feasible ways of action and patterns of behaviour in the professional field.
consolidating	Organization of independent activities of students, aimed at planning and implementing their own strategies of effective economic behaviour.

Table 4

Basic scheme for organizing the development of the reflective component  
of the socio-economic competence in future education specialists

Stages	Focus of the educational process
orienting	Organization of detection of errors and insufficiency of the SEC, based on

	demonstration of professional activity situations.
connecting	Organization of understanding and assessment of professional activities with the proposed parameters in the aspect of its social-economic efficiency.
consolidating	Development of skills of self-assessment of professional activity and its self-correction, taking into account the economic aspect; determining the prospects for increasing the SEC level.

Table 5

Basic scheme for organizing the development of the axiological component of the socio-economic competence in future education specialists

Stages	Focus of the educational process
orienting	Organization of students' comprehension of the attractiveness of the process of professional work itself, personal and social significance of the chosen profession, its prestige.
connecting	Formation of a value attitude to professional training as to the beginning of integration into the socio-economic space. Organization of awareness of self-learning as a subject of socially transformative activity. Development of the values-based orientations for achievement and common well-being.
consolidating	Development of the ability of the student to position himself as a subject of socially transformative activity, to demonstrate the prestige of the pedagogical profession.

The basic schemes developed by us for organizing the development of the socio-economic competence in future education specialists contain an invariant aspect of the pedagogical process, which determines its general orientation in each particular case. The variable aspect of the organization of the development of a given competence in students is determined by the choice of appropriate pedagogical means, methods, techniques and forms.

Thus, the organizational and technological consistency of the stages of the development of future specialists' experiences in navigation in the socio-economic space and the development of components of the socio-economic competence forms the basis for ensuring their logical relationship in the educational process. The integrative nature of the development of the socio-economic competence is due to the structural integrity of its components and levels of understanding the current socio-economic space by future specialists.

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